# PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

# 3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

# Option A

- If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:
  - i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year;
  - ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and
  - iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).

# Option B

- If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:
  - a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students;
  - ii. evidence of the adoption of the guidelines (Attachment 11); and
  - iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

The graphic below is Maryland's Theory of Action for Teacher/Principal Evaluation

# Theory of Action Principle 3

# If we do the following...

Key Strategies

- Academies for Common Core, Educator Effectiveness JDL, ELL Professiona
  - Training in PARCC

Learning

STEM Literacy Standards Assessments

# system in these ways... ...then we will impact the

pedagogy required for Common Core and similar new student standards Educators (Teachers and principals) understand the content of and and the expectations for their performance.

assessment demands and ways of documenting the student growth in Educators understand the new their evaluation A legally defensible default model of teacher supported by a majority of teachers with the evaluation will be provided to LEAs, one feedback used for focused professional

Balanced approach to measures

documentation of effective

of student growth and professional practice

Evaluation

and

**Teacher** 

Supports

Evaluation Pilot and involving

teachers in refinement

Leaming from the Teacher

Key Strategies

understanding the talents of their workforce LEAs will have a mechanism for and deploying it accordingly

expectations for effective practice

Use of InTASC standards to

Well trained evaluators

communicate a clear set of

administrators with the feedback used for focused professional development plans Principal evaluation will be provided to LEAs, one supported by a majority of A legally defensible default model of

understanding the talents of their workforce LEAs will have a mechanism for and deploying it accordingly mproves practice.

..and we will reach achievement and effectiveness our student educator goals!

- That all students can and must earn;
- students grow and All schools can and must help progress; and monitor their
- system that is fair, **E**ducators will accountability equitable and professional continually embrace a

# Key Strategies

Clear expectations of the principal measures and linked to ISLLC standards

Evaluation

Principal

Evaluator training and ongoing effective professional practice Balanced approach to use of

Supports

measures of student growth and support of coaches assisting

executive office

# 3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

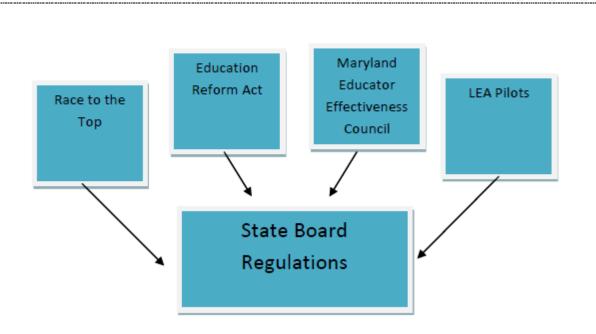
3.B Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

As part of its ESEA Extension Request in March 2014, Maryland requested an amendment to the Teacher/Principal Evaluation (TPE) to change the models to further increase the alignment between the state framework and the local models. Additionally, the amendment clarifies which years the student growth state assessment measure will inform personnel decision. The changes to the models are a direct result of the Field Test year (2012-13) and are reflected in TPE Addendum #2. The models in this addendum would replace the ones throughout the chapter below.

As a note, TPE Addendum #1 is Maryland's responses to the peer review questions submitted September 7, 2012 and that were accepted by USDE on January 9, 2013. These responses complete Maryland's plan for Principle 3.

In Maryland's ESEA Renewal Request, submitted to the US Department of Education on March 31, 2015, the State includes an update to Principle 3 (Addendum #3) at the end of this document.

**Introduction: Improving Educator Effectiveness Based on Performance:** 



The work of Race to Top, the Education Reform Act 2010, the Maryland Educator Effectiveness Council, and the LEA pilots will inform the State Board Regulations to be promulgated March 2012. Maryland will provide USDE a copy of the Regulations following presentation to the State Board on March 27, 2012. Maryland's Plan for complete implementation is provided in table form in Appendix 3.A – a narrative of the work is below:

In order for Maryland to achieve its goal of ensuring that all students are prepared for success in college and the 21<sup>st</sup> century workplace, every student in every school must be able to benefit every day from effective teachers and principals. Effectiveness requires that all teachers and principals understand the content and practice the pedagogy required for all students to master rigorous Common Core Standards and demonstrate their learning on the assessment system under development. The strategy set out in the ESEA Flexibility Proposal is designed to improve and maintain educator effectiveness through (1) clearly articulated curriculum standards and expectations for student learning, (2) high-quality professional development focused on the delivery of rigorous instruction, (3) ongoing access to an array of instructional resources and supports, and (4) an evaluation system which holds teachers and principals accountable for both effective professional practice and student learning and growth. The professional practice components of the teacher and principal evaluation models are aligned with Maryland's

research-supported beliefs about effective leadership and instruction and will provide valuable feedback to improve performance. The student growth components reflect Maryland's commitment to the use of multiple measures, the focus on student growth and change under the direction of the teacher and independent of the student's entering status, the use of multiple measures, and an acknowledgement of shared accountability, represented by the Maryland School Progress Index.

Maryland's goals are to improve the performance of <u>all</u> students and close the achievement gap. Maryland strongly believes that the way to accomplish this goal is through thorough, effective, meaningful and consistent professional development. Maryland firmly believes that professional development is the foundation of all aspects of education and is effective in improving instruction, understanding curriculum, learning to work with data, and the other many components that make a strong and effective education system. In addition, the strong Core Values expressed by Marylanders, around achievement, growth, achievement gaps and college-and career-readiness, which were incorporated into the Maryland School Progress Index indicate that the goals of the State and its citizens are well aligned.

# Maryland's Race to the Top Application

If Maryland is going to ensure that all students are college- and career-ready, every school — especially those where students need the most support — must have teachers and principals who are effective at increasing student achievement. Although Maryland has worked diligently and successfully over the past decade to increase the number of Maryland teachers designated as Highly Qualified under federal definitions, State leaders also understand that this measurement is imprecise and considers only inputs into good teaching and not actual performance. Maryland is committed to taking bolder, more aggressive steps to develop an evaluation process for teachers and principals and using that information to help develop the strongest educator corps in the country.

Signaling its serious commitment to this new approach, when Maryland submitted its Race to the Top (RTTT) Application in May 2010, a revision of the teacher and principal evaluation system was central to the work Maryland agreed to do. The application offered guidelines (Attachment

10) for a new system to be piloted in seven school districts in 2011-2012 and fully implemented Statewide by school year 2012-2013. The dates for full implementation were later revised through an amendment that was submitted to and approved by USDE to 2013-2014; one year before the ESEA flexibility requirements call for full implementation. The application outlined the plan for pilots in seven districts to build the new model in a collective fashion. The application was signed by the Governor and the President of the Maryland State Board of Education (Attachment 11).

#### **Education Reform Act of 2010**

Maryland has already adopted needed policies to anchor and guide next steps. Signed by Governor O'Malley on May 3, 2010, the Education Reform Act of 2010 created a new expectation for Maryland educators: To be effective, teachers and principals must show they can successfully improve student learning. The law established that changes in student growth will become a significant factor in the evaluation of teachers and principals (see Appendix 3-B). This legislation created the foundation for a new evaluation system that will more consistently and fairly identify, support, and reward educators who are effective; and identify, develop, or exit those who are ineffective.

Supporting the transition to this new system, the General Assembly also extended the timeline for granting tenure from two years to three years, allowing new teachers to receive both the support and oversight they need in their early years to become effective or leave the profession.

#### **Comprehensive Teacher Induction Program**

The State Board of Education developed Code of Maryland Regulations (COMAR) 13A.07.00-.09 that calls for a Comprehensive Teacher Induction Program. The purpose of the regulation is to provide guidance for local school systems to establish a high quality induction program that addresses critical professional learning needs of new teachers, improves instructional quality and helps inductees achieve success in their initial assignments, resulting in improved student learning and high retention in the profession. The induction program that each local school system designs shall reflect coherence in structure and consistency in focus to ensure an integrated, seamless system of support. Recognizing that "one-size-fits-all" induction programs

do not meet the needs of new teachers, this regulation establishes the components of an induction program, allowing local school systems to build on their current programs. More information can be found at http://www.dsd.state.md.us/comar/SubtitleSearch.aspx?search=13A.07.01.

# **Maryland Educator Effectiveness Council**

To help guide the design and refinement of the pilots and resolve outstanding issues, the Governor created, through an Executive Order in June 2010, the Maryland Educator Effectiveness Council (MEEC) (Appendix 3-C). Membership of this Council and stakeholders that support the work of this council are broad-based and include representation from individuals/groups such as: State Superintendent; Members of the General Assembly; Governor's Policy Director; State Board of Education; Local Boards of Education; LEA Superintendents; Maryland State Education Association; Baltimore Teachers Union; LEA Assistant Superintendents for Instruction; LEA School Business Officials; LEA Executive Officers; Local Accountability Coordinators; LEA Human Resources Directors; Title I coordinators; Principals; MSDE/LEA identified teachers; Institutions of Higher Education (University System of Maryland (USM) system, private colleges and community colleges); Community/Business; PTA; National Psychometric Council; Maryland Assessment Research Center for Education Success (MARCES); and students. The council is chaired by the Maryland State Superintendent and Maryland State Educators Association Vice President. The specific membership of the Maryland Council for Educator Effectiveness can be found at http://www.marylandpublicschools.org/MSDE/programs/race\_to\_the\_top/eecm.

The Maryland Educator Effectiveness Council was charged with submitting recommendations for the development of the model evaluation system that was legislatively mandated by the Education Reform Act. The recommendations must include a definition for effective teachers and principals, a definition for highly effective teachers and principals, an explanation of the relationship between the student learning component of educator evaluations and the other components of the evaluations.

The Council met 17 times from August 2010 to June 2011 and continues to monitor the progress of the pilot programs being conducted in seven LEAs (described below) with the intention to

provide recommendations to the Governor, State Board of Education, and State Superintendent. Once these recommendations, informed by the pilots, are made, procedures and policies will be developed to address the following areas:

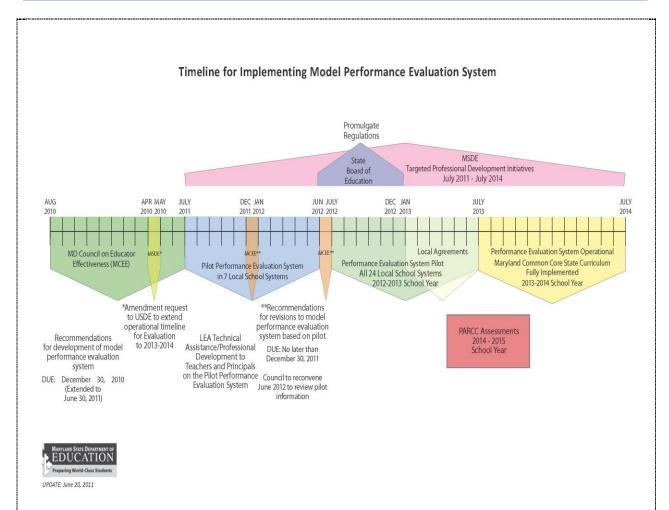
- Appropriate levels of student growth for a teacher or principal to be rated Effective or Highly Effective; Maryland believes that to be rated Effective, a teacher or principal must show appropriate levels of growth among their students to help them successfully transition and progress from grade to grade; to be rated Highly Effective, a teacher or principal must show exceptional talent in increasing student growth well beyond one grade level in one year or exceptional success educating high-poverty, minority, English Language Learners (ELL), Students with Disabilities (SWD), or other high-needs students;
- Definition of Ineffective for a teacher or principal receiving an Ineffective rating, including what supports should be offered and what additional evaluations are needed;
- Whether an additional rating category (e.g., "Developing," for educators whose
  performance falls between Ineffective and Effective) beyond the minimum three
  categories established in State Board of Education regulations is needed;
- Model scoring rubrics for classroom observations of teachers that measure the four other domains and are based on best practices, such as the Charlotte Danielson Framework for Teacher Performance Assessment System;
- Model scoring rubrics for measuring the eight outcomes of the *Maryland Instructional Leadership Framework* (See Appendix 3-D );
- Matrix for determining how different rating criteria received in any individual domain combine to form an overall summative rating for the teacher or principal;
- Reviews of current LEA evaluation tools, protocols, and processes to determine potential applicability to other counties; and
- Propose revisions to Maryland Teaching Standards to reflect current INTASC standards research, best practices, the new evaluation system, and to inform teacher preparation and professional development.

In April 2012, the Governor signed a new Executive Order extending the life of the Council through December 2013 to continue to monitor the pilots and the statewide field testing. The new order can be found in Appendix II- 10.

#### **Race to the Top Amendment**

As the Council began its work, it became evident that it needed more time to complete its charge than originally conceived. As such, the Council requested of the Governor an extension to the original timeline (December 2010) to June 2011 to present its recommendations for the new model system (Appendix 3.E). Built into this revised timeline is a professional development component for teachers and principals. The new timeline also provides for a 24 month (SY 2011-2012 and SY 2012-2013) pilot project for the new Statewide system of evaluation instead of the original 18 month (second semester of SY 2010-2011 and SY 2011-2012) pilot.

Upon further reflection, the Council became concerned about moving too quickly from a pilot evaluation system being conducted in 7 Local Education Agencies (LEAs) to Statewide implementation without further time provided to the remaining school systems to also develop and pilot their own local evaluation systems in order to seek solutions to unforeseen obstacles and provide high quality professional development. Accordingly, the Council endorsed a proposal from Dr. Nancy Grasmick (Former State Superintendent of Schools) that the Maryland State Department of Education (MSDE) should request an amendment from the United States Department of Education (USDE) to allow an additional year before implementing the Statewide system of evaluation. This is an operational timeline amendment that changed when the new system would be State mandated. That amendment was submitted to USDE on April 22, 2011, and was approved on June 17, 2011. The timeline below describes the relationship between and among the work of the Council, pilot LEAs, professional development activity, development of regulations, local agreements and the actual implementation of the Statewide system of evaluation.

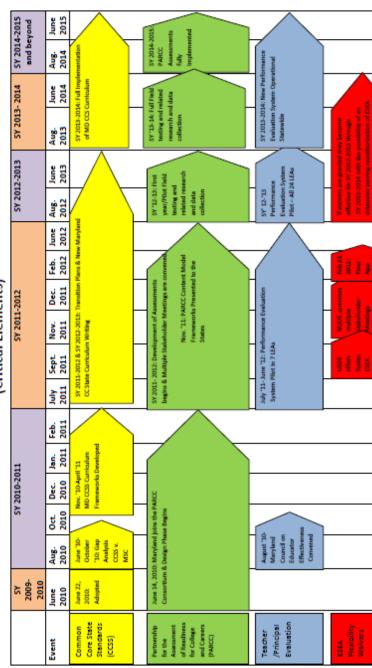


This timeline is also available in full size in Appendix 3.F. A further timeline to reflect the relationship between the Common Core State Standards and the Teacher/Principal Evaluation Model can be found below and is also available in Appendix C-6.

1/3/2012

Maryland's Third Wave of Reform: Timeline

(Critical Elements)



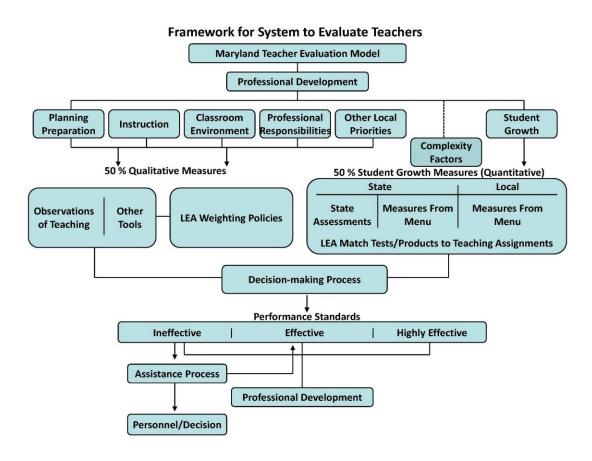
# **MEEC Interim Report- Framework: Evaluation of Teachers and Principals**

In June 2011, after meeting 17 times beginning August 2010, the MEEC offered an interim report to the Governor on their progress to date. The report "Maryland Council for Educator Effectiveness Initial Recommendations Statewide Educator Evaluation System", offered a framework for the model of evaluation of teachers and principals.

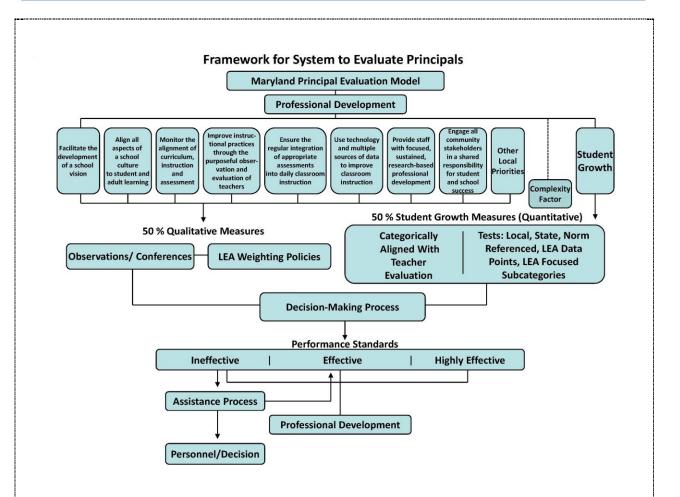
After several discussions at Council meetings about the suggested components of an effective yet flexible Statewide evaluation system, the Council endorsed two separate frameworks and definitions that accompany those frameworks (below). The first framework lays out graphically the components of a model for teacher evaluation in Maryland. The framework has at its core a professional development component. It includes four qualitative measures (planning and preparation; instruction; classroom environment; and professional responsibilities). The framework also allows for the inclusion of other local priorities in addition to the four qualitative measures to take into account other areas for which LEAs wish to hold teachers responsible. This component of the evaluation is 50%. The other 50% is the student growth component. It provides for consideration of complexity factors (see definition below) recognized by the LEA. The framework yields a decision-making process based on performance standards. Once again, professional development is included, with the caveat that such professional development is important for all teachers, not just those who are rated ineffective. Continuous improvement is the key to sustainable change.

The principal framework is similar to the first in design, but does have different components because of the nature of the job of a principal. Once again, at its core is professional development. For the qualitative measures, the framework includes specifically the eight outcomes in the Maryland Instructional Leadership Framework. As with the teacher framework, the principal framework yields a decision-making process based on performance standards. Targeted professional development is provided based on needs identified in the evaluation. Similar to the teacher professional development, such assistance for principals is intended for all principals, since the model is based on the premise that all principals can

continue to improve. The definitions page provides clarity to the various elements of the two frameworks, and combined with those frameworks and the General Standards provide the basis for the Statewide system of evaluation.



This Framework is also available in full size in Appendix 3.G.



This Framework is also available in full size in Appendix 3.H.

#### <u>Definitions: Teacher and Principal Evaluation Model</u>

- *Annual Evaluation* A yearly evaluation of a teacher or principal that minimally includes student growth measure standards.
- Assistance Process –A process defined by the LEA for providing support to teachers and principals rated as ineffective.
- Complexity Factors Factors recognized by the LEA that do not diminish student
  expectations but may have an extraordinary impact on student growth. For example,
  factors may include instructional diversity, unusually high number of transient students,
  specific unusual facility issues, etc. Complexity factors are not weighted with either
  professional practice or student growth measure domains.

- Decision Making Process The process by which an LEA utilizes the data, both
  qualitative and quantitative, for determining a teacher's or principal's level of
  performance and targeted professional development.
- LEA Match Test/Products to Teaching Assignments Assessments, selected by the LEA for grade level or content area teachers from the menu of multiple measures, which align with a teacher's assignment.
- *LEA Weighting Policies* Policies set by each LEA indicating the percentage the LEA will assign to each of the qualitative measures. Qualitative measures account for 50% of the total evaluation.
- *Measures From Menu* The list of options that were part of the report of the Maryland Council for Educator Effectiveness that may be used to measure student growth (see table below). The list is not meant to be exhaustive, but to offer suggestions.
- Mentoring Ongoing support provided to teachers and/or principals by a cadre of
  mentors trained by the LEA to provide teachers and/or principals with the knowledge and
  skills necessary to be successful in their classroom and schools and enable them to stay in
  the profession. Mentoring should be focused, systematic, ongoing, high quality, geared to
  the needs of the employee being mentored, include observations, and include feedback.
- Observations of Leadership The process by which a trained evaluator has formally
  observed the qualitative measures of instructional and administrative leadership for each
  principal being evaluated.
- *Observations of Teaching* The process by which a trained evaluator has formally observed the qualitative measures of teaching for each teacher being evaluated.
- Other Tools Qualitative data collection tools in the classroom and school that produce sufficient data from which a teacher or principal may be evaluated on all or part of the domains of the teacher and/or principal evaluation model.
- *Performance Standards* Levels of teacher or principal performance resulting in a final rating of ineffective, effective, or highly effective on the individual's evaluation.
- Professional Development The training a teacher and/or principal receives relative to
  the teacher's and/or principal's level of performance. It should be research-based, high
  quality, timely, and relevant.

- *Qualitative* Measures (*Teacher*) Observable measures and evidence, accounting for 50% of a teacher's evaluation, which must include the following domains: planning/preparation, instruction, classroom environment, professional responsibilities, and other local priorities if appropriate.
- Qualitative Measures (*Principal*) Observable measures and evidence, accounting for 50% of a principal's evaluation, which must include: school vision, school culture, alignment of curriculum, instruction and assessments, instructional practices, appropriate assessments, technology and multiple sources of data, professional development, engagement of community stakeholders, and other local priorities if appropriate.
- *Quantitative Measures* Data specific measure which results from students' performance on approved State or LEA multiple measures of student performance.
- State Assessments State assessments as required by state or federal laws and/or regulations.
- Student Growth Measures Multiple measures of student academic and affective
  outcomes directly related to the teacher or principal. These measures account for 50% of
  a teacher's or principal's evaluation.

# **Menu of Sample Growth Measures**

This table of options was part of the June 2011 Interim Report of the Maryland Council for Educator Effectiveness. It is not meant to be a comprehensive menu.

	Ŧ	High School	3	4-8 Tested		4	4-8.Mbh-Tested	£	Prof. 3
State Assessments		H W	w	ac	d.	3	PALVCABL	w	
Portfolio		Portfolio – student work Portfolio – teacher work		Portfolios	1	*	Portfolios - student portfolios/sampling	•	Portfolios
Projects/Products		Projects: Locally Graded, State Checked, Performance Task Intervention Assessments (Wilson Reading, Levile Lev)		Cross curricular projects Research-Based interverifons	icurar Based ons		In class projects (Science Fair, Class labs, Problem-based projects)	• •	Culminating Project Summative Checklist (K)
Test Products		Colloge/Career Readiness Tests SAT, AP, Accuplacer, IB, PSAT SLO – Pre/Post test; Standardized mid-term LEA or school developed Reading Leve Tests Certification tests Benchmarking tiests LAS Links Fitness Coam, Pitness for		Writing – Artificial Intelligence by Leacher scored, Cross Curricular Benchmarking leasts. Unit Assessments Lark Reading Inventories Larks Inventories Larks Inventories LAS Inventories Assessments	Availle ial co or of ricular r		Pre-Post Assessments – Local Assessments – quarterly/other Oral Assessments		Dibels  Benchmarking tests Quarterly assessments Quarterly Reading Assessments Sight work assessments Basic facts Quarterly assessments
Performance		7		Based – cross carricular	DOS		Small Group video (performance, ex. drama, music group, individual students, special education) Adjudication (Ensembles, Choir)		

# InTASC Standards

Concurrent with the work of the Maryland Educator Effectiveness Council (MEEC) has been the ongoing work of the Council of Chief State School Officers (CCSSO), through its Interstate

Teacher Assessment and Support Consortium (InTASC). The InTASC standards (<a href="http://www.ccsso.org/Documents/2011/InTASC\_Model\_Core\_Teaching\_Standards\_2011.pdf">http://www.ccsso.org/Documents/2011/InTASC\_Model\_Core\_Teaching\_Standards\_2011.pdf</a>) are described as model core teaching standards that outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. They are intended to be an outline of the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. The MEEC fully endorsed the use of the InTASC Standards.

The Division of Special Education and Early Intervention Services (DSE/EIS) has a Professional Development Online Tracker (PDot) based on the Council for Exceptional Children and InTASC standards available on Maryland Learning Links. PDot is a free tool designed for Maryland general or special education teachers who work with students with disabilities. It helps teachers assess their own teaching in relation to the 10 standards from "Stages of Professional Development" (a continuum based on the standards which has indicators for each InTASC principle/standard and 5 levels of proficiency), and then provides teachers with specific resources – based on that self-assessment – to address the areas where they want/need to grow as a professional. This is currently a voluntary self-assessment tool MSDE will consider for use as part of the evaluation process.

Because the InTASC standards generally align well with the Framework for Teachers, the Council endorsed them as ones that should be embraced by teachers as they maximize learning in a transformed vision of teaching and learning. The 10 standards are:

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create

- environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of
  inquiry, and structures of the discipline(s) he or she teaches and creates learning
  experiences that make the discipline accessible and meaningful for learners to assure
  mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of
  assessment to engage learners in their own growth, to monitor learner progress, and to
  guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of
  instructional strategies to encourage learners to develop deep understanding of content
  areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing
  professional learning and uses evidence to continually evaluate his/her practice,
  particularly the effects of his/her choices and actions on others (learners, families, other
  professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership
  roles and opportunities to take responsibility for student learning, to collaborate with
  learners, families, colleagues, other school professionals, and community members to
  ensure learner growth, and to advance the profession.

#### **Pilot Teacher Evaluation Programs**

Maryland's goal is to ensure the majority of teachers and principals in its public schools are not only evaluated as being effective, but *are* effective. A lynchpin in the State's overall strategy for

creating a truly world-class education system, this new evaluation system will: (1) collect information about how every educator impacts student growth and achievement; (2) count student achievement growth as the single most significant factor, accounting for 50 percent, of the evaluation of teachers and principals; (3) combine information about student learning with high-quality, more consistent observations of teachers' and principals' skills, knowledge, and leadership by better-trained supervisors; (4) empower schools to better support educators and strengthen their practices, compensate exceptional teachers and principals, and remove those who clearly are ineffective; and (5) help Maryland identify and deploy the best teachers and principals to the neediest schools.

#### **Student Growth Measures**

The State Board of Education specified that student-learning gains should comprise 50 percent of the evaluation. Currently, Maryland is in the pilot phase with the seven pilot school districts that will result in Statewide pilot in 2012-2013 and then full implementation of this new standard by the 2013–14 school year.

Clear approaches to measuring student growth (intermediate strategy and long-term strategy): State leaders recognize that using student growth data in teacher and principal evaluations requires thoughtful planning and engagement among key stakeholders and psychometrically valid instruments and analytics. Compounding the challenge, Maryland (like many other states) is implementing its new educator evaluation system even as it plans to convert to a new student assessment system that measures Common Core State Standards and will be developed jointly with other states. These new assessments will be specifically designed to measure growth with summative assessments. MSDE envisions a system of growth measures that are flexible to accommodate various types of growth data, and will provide alert data for students not making progress during the school year.

MSDE will calculate the *progress each school makes in closing overall achievement gaps* as measured by the Maryland State Assessment (MSA) for elementary and middle schools and in end-of-course exams in algebra, biology, and English (as measured by the end-of-course High School Assessments for high school. MSDE has determined that virtually every school has an

achievement gap for at least one group of students (e.g., low-income, minority, special education); this measure reinforces the need to ensure educators are helping students make sufficient growth to close these gaps. Again, the State's experience developing and using these types of indices began with the Maryland School Performance Assessment Program (MSPAP) results which gives MSDE existing capacity and expertise to make these school-based calculations.

The rubric (below) was developed by the Assessment and Accountability Comprehensive Center and has been adapted for specific application in Maryland. Pilot districts received this rubric as an example of criteria that could be used to evaluate the suitability of student growth measures in a teacher evaluation system. While it is acknowledged that many existing measures may not meet all of the criteria, the rubric can help districts select the measures that are most appropriate for initial implementation and offer guidance on how the measures can be improved.

# Criteria for Reviewing Measures of Student Growth

Criteria	1	2	3	4
Alignment to	The measures reflect	The measures	The measures are not	No or insufficient
Standards	the full depth and breadth of targeted	partially reflect the depth and breadth of	aligned to targeted MD grade-level standards	evidence to judge
	MD grade-level standards	targeted MD grade- level standards		
Reliability Items	There are sufficient items to enable	There are multiple but insufficient items for	The number of items is clearly insufficient	No or insufficient evidence to judge
	reliable measurement (at least 5 for each	reliable measurement	for reliability	
	intended subscore)			
Reliability:	There are	There are	There are no	No or insufficient
standard	standardized	standardized	standardized	evidence to judge
procedures	procedures for both a) when the test is	procedures for either	procedures for either	
	administered and b)	a) when the test is administered or b) the	a)when the test is administered and b)	
	the time allocated for	time allocated for the	the time allocated for	
	the test	test	the test	
Reliability: scoring	There are precise	There are general	There are no scoring	No or insufficient
of open-ended	scoring criteria related	scoring criteria that	criteria related to the	evidence to judge
responses	to the performance	are not specifically	performance	cviacince to juage
responses	expectations	related to the	expectations	
		performance		
		expectations		
Reliability: rater	There are clear	There are limited	There are no	No or insufficient
training	procedures for	procedures for	procedures for	evidence to judge
	training raters of	training raters of	training raters of	
	open-ended responses	open-ended responses	open-ended responses	
Reliability of	There is evidence that	There is evidence that	There is no evidence	No or insufficient
Scores	the scores are	the scores have low	of score reliability	evidence to judge
	reasonably reliable	availability		
Fairness and	The items are free of	There are some items	There are many items	No or insufficient
Freedom Bias	elements that would	that contain elements	that contain elements	evidence to judge
	prevent some sub-	that would prevent	that would prevent	
	groups of students	some sub-groups of students from	some sub-groups of	
	from showing their		Dittitude II Dill	
	capabilities	showing their capabilities	showing their capabilities	
		capabilities	capaointies	

<sup>\*</sup>This rubric should be used in conjunction with the CRESST/AACC brief, Developing and Selecting Measures of Student Growth to Use for Teacher Evaluation. This brief provides detailed information about all the criteria and the evidence needed to substantiate them.

These criteria were developed by the Assessment and Accountability Comprehensive Center and have been adapted for specific application in Maryland.

Piloting and refining the growth measures (2011–13): Measures of student growth began being piloted in September 2011 and will continue to be refined through the 2011-2012 and 2012-2013 school years. Maryland is working in close partnership with seven pilot school districts throughout the State: Baltimore City, Baltimore County, Charles County, Kent County, Prince George's County, Queen Anne's County, and St. Mary's County. Importantly, three of these districts (Baltimore City, Baltimore County, and Prince George's County) disproportionally serve the majority of low-income students in Maryland — ensuring that the new evaluation system can accelerate improvement in schools serving the State's neediest students and efforts to equitably distribute effective teachers and principals. The pilot LEAs presently consist of eighty-three schools, nine hundred and thirty-four teachers, and forty-eight principals. It is representative of multiple school levels, grade levels, team levels, and subject levels; with consideration given to both assessed and non-assessed area educators. Models range from systems identifying a selection of educators across all schools to systems identifying full cohorts of educators within select schools. To varying degrees, six districts are conducting complementary pilot evaluation processes with principals and or assistant principals. Most are using a variation of existing or recently created evaluation tools to facilitate the validation of the Professional Practice portion of Educator Effectiveness. The seven Pilot LEAs recognize that the "experimental" design of the model allows for unique measures and accomplishments associated with the interests and limitations of each district and that it has the potential to create a valuable collection of evaluative evidence.

The seven LEAs' experiences over the two-year pilot are also helping to inform any needed course corrections before the system is piloted in all schools throughout the State in the 2012-13 school year and then implemented completely in school year 2013-2014. MSDE and the Maryland Educator Effectiveness Council will collaborate with the pilot districts to gather information and lessons learned to inform the Statewide scale-up.

The seven pilot districts meet with MSDE on a monthly basis to update MSDE and one another on successes and challenges and to make recommendations for revisions to the models. These meetings allow the districts to share with one another, learn from one another, request support

from MSDE and maintain the collaborative approach with which the new evaluation system is being developed.

With the goal of testing and refining the rubrics and measures, the student-growth portion of evaluations during this pilot cycle will be "no fault" without high stakes or consequences attached. However, as part of Race to the Top, participating teachers and principals in the lowest-performing schools are part of an incentive project. Those identified by their local school systems because of their exceptional impact on student growth will qualify for locally negotiated incentives for working in high-poverty/high-minority schools. In the interest of fairness during the pilot period, the participating LEAs will use their current evaluation system.

Two Race to the Top (RTTT) projects support the Student Growth portion of the Teacher/Principal Evaluation model. Project # 28/47 - Develop and Implement a Statistical Model to Measure Student Growth supports Maryland educational reform initiatives by developing and implementing a student growth model so student performance outcome measures may be used in educator effectiveness evaluations. This project assessed the strengths and limitations of various valued added growth models in Year 1. In the current year, Year 2, the SEA team has tested the Colorado growth model as a key student growth measure and distributed the data to seven LEAs for use in a no-fault teacher effectiveness pilot. Based on preliminary direction of the LEA pilots, MSDE is consolidating the best practices of the LEAs in order to develop a multi-component State student growth measurement system.

Accomplishments that show evidence of meeting goals/activities and making progress include: (1) Preparation of initial requirements document for student growth index method; (2) Design of approach using value matrices for non-tested areas to create student growth index; (3) Design of State level computation for the combined local plus State multi-component growth measure; (4) Installation of the Colorado system with associated data structures to capture and store student growth percentile data from the system, and process of student data for grades 3-8 from years 2007-2011; (5) Development of proof-of-concept dashboards showing aggregation and drill down dis-aggregation of growth data from the State to LEA to school to subgroups; (6) Completion of system technical architecture to productionalize the system and integrated the data

with teacher effectiveness data to create a single teacher effectiveness measure; (7) Initiation of assessment of short-comings with Colorado models and identification of solutions to improve the measure with the National Psychometric Council; and (8) Initiation of new procurement for psychometric consulting support to facilitate the development of a full student growth measurement system.

The second project, Project # 29/48 - Develop and Implement an Educator Evaluation System develops and implements an educator evaluation system that allows LEAs that do not have a system, to implement a system of fair evaluations that use student performance measures and professional performance measures for administrators and teachers. Year 2 activities include identifying the best administrator and teacher performance measurement practices, tools and methods in Maryland LEAs, procure an educator effectiveness system, and initiate a pilot it in one or more LEAs.

Accomplishments that show evidence of meeting goals/activities and making progress include (1) Survey of LEAs for teacher evaluation tools and procedures; (2) Preparation of strategy and initial requirements document for educator effectiveness measures and a system; (3) Creation of LEA collaboration team to review and participate in the selection of administrator and teacher effectiveness tools and methods; (4) Design of State level computation system to combined local plus State multi-component educator effectiveness measures with student growth measures; (5) Design of a portfolio method for teachers and initiation of a single-LEA pilot; and (6) Matrix that shows the initial identification of administrator rating tools and procedures, teacher rating tools and procedures, and training packages that can meet State LEA needs.

# Rigorous, Transparent, Fair Evaluations

The pilot process — and MSDE's close partnership with the seven school districts to refine the new framework — is an important step to ensuring the fairness, reliability, and rigor of the new system and to identify and work out any problems before the evaluation models are piloted Statewide in 2012 and then implemented Statewide in 2013. Importantly, MSDE and its partner school districts will study the impacts and validity of the new evaluation system by examining key questions, such as: Do ratings of teachers and principals under the new system match what

principals and administrators had expected? Are teachers and principals receiving overall ratings of Effective or better in numbers that are the same, fewer, or more that had been previously rated Satisfactory?

#### **Annual Evaluations that Provide Constructive Feedback-**

Maryland's goal is to ensure that all of the teachers and principals in its schools truly *are* effective. Data and anecdotal reports suggest that nearly every educator today is rated Satisfactory — which is not the same as knowing whether principals or teachers actually *are* effective at improving student learning, the most important component of their jobs. For Maryland to achieve its aspiration of having every principal and teacher become Effective or Highly Effective, the State needs to ensure that evaluations happen regularly and that supervisors not only are able to conduct evaluations capably and fairly but also understand how to use the results to provide useful feedback and target appropriate support to those they are evaluating.

Maryland now mandates that all teachers and principals will be required to have annual evaluations on student growth. Under the current system, tenured teachers are evaluated every other year; under the new system, all school districts must follow these guidelines:

- Every teacher and principal shall be evaluated at least once annually.
- Each annual evaluation of a principal shall include all of the components of the evaluation system (student growth, the eight leadership outcomes, and locallydecided priorities).

MSDE will review the Code of Maryland Regulations (COMAR) to address this issue. In the proposed regulation to be submitted to the State Board on March 27, 2012, the annual evaluation process will be that teachers and principals shall be evaluated at least once annually on a three year evaluation cycle, in the following ways: (1) tenured teachers shall be evaluated on both professional practice and student growth in the first year of the evaluation cycle. If in the first year of the evaluation cycle a tenured teacher is determined to be highly effective or effective then in the second year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data. If in the second year of the evaluation cycle a tenured teacher is

determined to be highly effective or effective, then in the third year of the evaluation cycle, the tenured teacher shall be evaluated using the professional practice rating from the previous year and student growth based on the most recent available data. In the fourth year of the evaluation cycle conducted under these regulations, tenured teachers shall be evaluated on both professional practice and student growth. The cycle will continue as described above. In any year, a principal may determine or a teacher may request that the evaluation be based on a new review of professional practice along with student growth. (2) All non-tenured teachers and all teachers rated as ineffective shall be evaluated annually on professional practice and student growth. (3) Every principal shall be evaluated at least once annually based on all of the components set of the evaluation.

Whenever student growth demonstrates a failure on the part of the teacher or principal to meet targets and earn a rating of Effective, it will trigger additional evaluation of the teacher's or principal's performance and a determination of what intervention and/or supports may be necessary.

Because a high-quality, consistent, Statewide system for evaluating teacher and principal effectiveness has never existed before in Maryland — and because student learning data in particular have not regularly been used by all LEAs in evaluations — Maryland will invest in significant technical assistance to support school districts, and especially those education leaders who supervise teachers and principals, in making the transition.

In Maryland, principal evaluations are performed by a designated executive officer in each LEA, so assistance and support easily can be targeted to the right individuals. In order to determine the kind of assistance that executive officers feel that they need, the Division of Academic Reform and Innovation will be conducting a needs assessment session at the February 2012 executive officers meeting to help drive the design of the professional development. This training in staff evaluations will be designed during spring 2012; regional trainers will be hired to support the 58 executive officers, and support will be offered to every LEA beginning in 2012. Executive officers will help teach principals to evaluate teachers using the new teacher evaluation system; they also will receive continued professional development and support to enable them to improve

the oversight, coaching, and annual evaluation of principals. Executive officers and principals also will receive training in the use of evaluations for promotion, incentives, and removal.

# **MSDE Teacher/Principal Evaluation Committee**

In addition to the MEEC, MSDE established an internal stakeholder group to discuss and monitor the progress of the Teacher/Principal Evaluation Model. This group consists of Cross-Divisional Assistant State Superintendents, State Directors, and State Specialists and is led by the Interim State Superintendent. The focus is on how MSDE can assist the non-pilot districts as they develop their own systems, the seven pilot districts as they continue to experiment and test their models, while also refining the Maryland default model as needed.

This group meets monthly and always one week before the pilots meet. Their main task is to write a report that will help inform the Statewide pilot in 2012-2013 including incorporating lessons learned from the seven pilot districts and designing a Statewide default model. The report will include guidance on the teacher and principal evaluation frameworks, the multiple measures, work and learnings from the pilots, annual evaluation cycles, professional development, dashboards, attributions, certification and training of principals/evaluators, and partnering with the unions.

#### **Teacher Evaluation System: (State Default Model)**

Following the initial work of the Council, the internal MSDE Teacher/Principal Evaluation Committee, representatives of MSDE and MSEA Committee, the pilot group and the ESEA Flexibility committee, with input from local superintendents and other stakeholders developed a draft Teacher and Principal State Default Evaluation Model. These models will be shared with the Educator Effectiveness Council.

Local school systems in working with their local unions are encouraged to develop the Teacher Evaluation model that is aligned with the State framework as defined in the report of the Council for Educator Effectiveness and as described above. In the event that the LEA and their union do not agree on a local model, the LEA must adopt the State Default model for Teacher Evaluation. Maryland continues to work on finalizing the State Teacher Evaluation Model and

all of its components. A copy will be provided upon completion.

# Professional Practice (50%)

The State Model is designed to promote rigorous standards of professional practice and encourage professional development for teachers and administrators. As described, the teacher evaluation model is divided into two sections - professional practice (50 percent) for the qualitative portion and student growth (50 percent) for the quantitative portion. The Charlotte Danielson Framework for Teaching is to be used as the framework for the professional practice section for teachers. The Framework for Teaching is divided into four domains of professional practice: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The LEA that selects the State Model is expected to fully implement a teacher evaluation design that assesses the four domains and the 22 Components within those four domains. Similar to teachers, the Administrator Evaluation model is also divided into two sections -- professional practice (50 percent) for the qualitative portion and student growth (50 percent) for the quantitative portion. For principals, the LEA will use the Maryland Instructional Leadership/Communications, Management, and Ethics Framework elements as the basis for the professional practice section.

# Design of the Evaluation Process

In Maryland, many LEAs already incorporate the Danielson Framework for Teaching into their teacher evaluation process. Therefore, LEAs choosing the State model may continue to use observation and evaluation instruments already in use as long as those instruments fully assess the four domains and 22 components (and 76 smaller elements).

# **Domain 1: Planning and Preparation**

Component 1a: Demonstrating Knowledge of Content and Pedagogy

- Knowledge of content
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

#### **Domain 2: The Classroom Environment**

Component 2a: Creating an Environment of Respect and Rapport

- Teacher interaction with students
- Student interactions with one another

# Component 1b: Demonstrating Knowledge of Students

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills and knowledge and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

# Component 1c: Setting Instructional Outcomes

- Value, sequence and alignment
- Clarity
- Suitability for diverse learners
- Balance

# Component 1d: Demonstrating Knowledge of Resources

- Resources for classroom use
- Resources to extend content knowledge and pedagogy
- Resources for students

# Component 1e: Designing Coherent Instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

#### Component 1f: Designing Student Assessments

- Congruence with instructional goals
- Criteria and standards
- Use for planning
- Design of formative assessments

# Component 2b: Establishing a Culture for Learning

- Importance of the content
- Student pride in work
- Expectations for learning and achievement

# Component 2c: Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Supervision of volunteers and paraprofessionals

# Component 2d: *Managing Student Behavior*

- Expectations
- Monitoring of student behavior
- Response to student misbehavior

# Component 2e: Organizing Physical Space

- Safety and arrangement of furniture
- Accessibility to learning and use of physical resources

#### **Domain 3: Instruction**

# **Domain 4: Professional Responsibilities**

# Component 3a: Communicating With Students

- Directions and procedures
- Use of oral and written language
- Expectations for learning
- Explanations of content

# Component 3b: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques
- Student participation

# Component 3c: Engaging Students in Learning

- Representation of content
- Activities and assignments
- Grouping of students/structure and pacing
- Instructional materials and resources

# Component 3d: Using Assessment in Instruction

- Student self-assessment and monitoring of progress
- Assessment criteria
- Monitoring of student learning
- Feedback to students

# Component 3e: Demonstrating Flexibility and Responsiveness

- Lesson adjustment
- Response to students
- Persistence

# Component 4a: Reflecting on Teaching

- Accuracy
- Use in future teaching

# Component 4b: *Maintaining Accurate Records*

- Student completion of assignments
- Student progress in learning
- Non-instructional records

# Component 4c: Communicating with Families

- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

# Component 4d: Participating in a Professional Community

- Relationships with colleagues
- Service to the school
- Participation in school and district projects
- Involvement in a culture of professional inquiry

# Component 4e: *Growing and Developing Professionally*

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

# Component 4f: Showing Professionalism

- Service to students
- Advocacy



Several LEAs in Maryland utilize rubrics that assist administrators in describing and categorizing teachers' professional practice as a result of classroom observations. Such rubrics represent a critical resource for both teachers and evaluators because they paint a vivid portrait of professional practice at differing proficiency levels. Rubrics also ensure that both evaluators and teachers share a common language in assessing professional practice. An example of one such rubric, from the Howard County Public Schools, may be found at the following URL: <a href="http://www.hcpss.org/schools/framework\_self\_assess.pdf">http://www.hcpss.org/schools/framework\_self\_assess.pdf</a>. Maryland State Department of Education staff will assist LEAs seeking to create and/or refine existing rubrics associated with the Framework for Teaching to guide professional development efforts associated with evaluating educators. Ultimately, the Framework for Teaching, when used as the foundation of an LEA's mentoring, professional development, and teacher evaluation processes, links these activities together and assists teachers in becoming more effective practitioners.

As with teacher evaluation systems in Maryland, many LEAs already use the Maryland Instructional Leadership/Communications, Management, and Ethics Framework as the basis for administrator evaluations. Therefore, LEAs choosing the State model may continue to use evaluation instruments already in use for administrators as long as those instruments fully assess the 12 outcomes that comprise that framework. Maryland State Department of Education staff will also assist LEAs seeking to create and/or refine evaluation rubrics associated with the Maryland Instructional Leadership/Communications, Management, and Ethics Framework to guide professional development efforts.

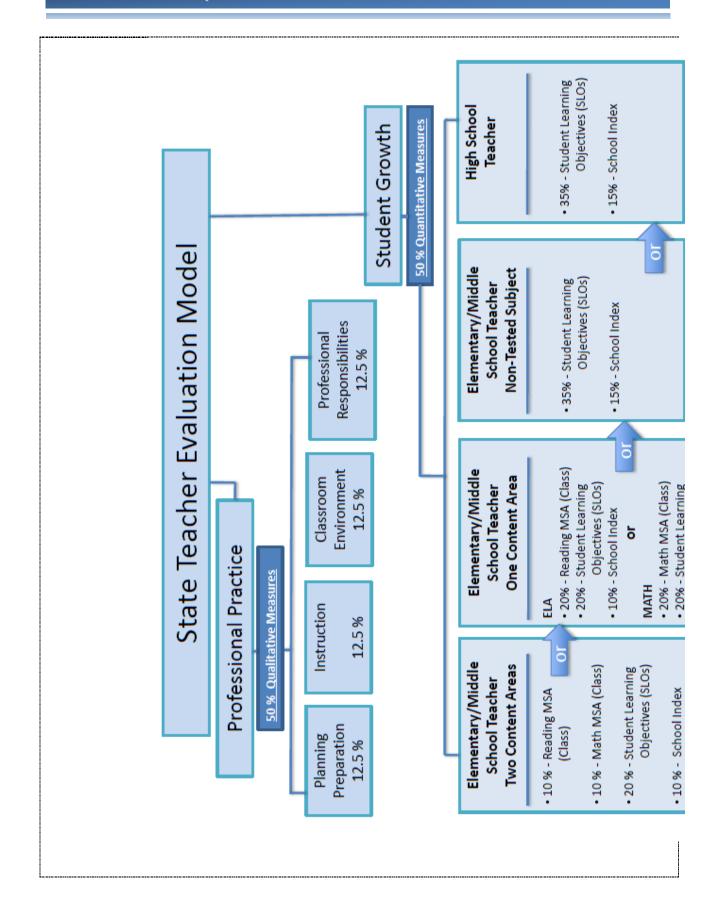
The State model requires that the evaluator assigns a rating of Highly Effective, Effective, or Ineffective for the Professional Practice portion. The weight of each of the domains/outcomes is expected to be equal in the Professional Practice category.

# Professional Development

Extensive materials, including videos, webinars and on-line materials are available to support the implementation of these models of evaluation of professional practice. The LEA is encouraged to utilize Title II, Part A federal funds along with local funds to provide necessary professional development and to support these initiatives.

Depending on the continuation of federal Title II, Part A funding, grants to local school systems will include priority for professional learning experiences for teachers and school leaders that are directly aligned with the qualitative components of the teacher/principal evaluation system. The focus of professional development for principals regarding the qualitative components will include outcomes and evidences of practice as delineated in the Maryland Instructional Leadership/Communications, Management, and Ethics Framework. The focus for the qualitative components of professional practice for teachers will include the Charlotte Danielson Framework for Teaching or other locally chosen qualitative framework.

The teacher toolkit portal, developed as part of the Race to the Top grant, represents a significant professional development resource in support of educator evaluation. The Toolkit will provide educators with access to a variety of online and face-to-face professional development, tools that will help them plan their individual professional development plans along with opportunities to collaborate online. It will provide a user friendly resource for teachers and principals to tap professional development resources linked to the Common Core State Curriculum, multiple dashboards for student, teacher and principal performance and teacher and principal evaluation systems.



#### Student Growth (50%)

Student growth will be determined based on the courses and grade levels a teacher teaches. The State model incorporates the use of the Maryland School Progress Index (described in Principle 2) and Student Learning Objectives (SLOs) (defined more clearly below) to define student growth for the evaluation. Wherever a Statewide assessment exists; it must be used as one of the multiple measures (per Race to the Top). State assessments, if available, will be combined with SLOs and MSDE's approval to yield ratings of Highly Effective, Effective, or Ineffective. The evaluator rates the teacher/principal as Highly Effective, Effective, or Ineffective on the student growth rubric. The metrics that serve as the basis of the evaluation are below.

- For elementary and middle school teachers who teach more than one subject (Option A), the student growth would be calculated by combining the aggregate of 10% of the class reading scores on the Maryland State Assessment (MSA), 10% of the class mathematics scores, 20% of the SLOs and then the remaining 10% comes from the School Progress Index.
- For elementary and middle school teachers who only teach one subject (Option B), the score would still be calculated using 20% from SLOs and 10% from the School Progress Index, however, the final 20% would be calculated from the Class scores of the appropriate subject (Mathematics or English/Language Arts).
- For elementary or middle school teachers who teach in a non-tested content area, their student growth rating would be determined by the SLOs (35%) and the School Progress Index rating (15%).
- High school teachers would derive their student growth rating the same way as non-tested content area teachers. Thirty-five percent comes from their SLOs and 15% from the School Progress Index.

These metrics are also displayed graphically in Appendix 3.I. It is important to note that MSDE is in the process of defining options and strategies for co-teachers in one content all day, self contained special educators like those teaching multiple subjects, and support for special educators in the non-tested areas.

MSDE is finalizing the method of calculation of growth for the Maryland School Assessment.

The Assistant State Superintendent for Assessment, Accountability, and Data Systems is meeting

with the Psychometric Council on February 23, 2012 to review the use of student growth percentiles and the Value Matrix. A recommendation will be brought to the Core Team which includes the Interim State Superintendent for approval. Standard setting will be conducted on the teacher evaluation model to determine the process for arriving at the final evaluation based on the inputs as described above. MSDE will update the model with any revisions as needed. The results of the standard setting process and other revisions to the teacher and principal evaluation will be made available upon completion.

#### Overall Evaluation

The intersection of the Professional Practice rating (50%) and the Student Growth rating (50%) will result in the final evaluation of the teacher/principal.

#### Student Learning Objectives (SLOs)

The use of Student Learning Objectives (SLOs) is planned to be an integral part of the teacher and principal evaluation process. A student learning objective is a long term academic goal for a group or class of students. SLOs are specific and measurable, based on available prior student learning data, and aligned to State standards, as well as any school and LEA priorities. SLOs should represent the most important learning during the interval of instruction. Objectives may be based on progress or mastery.

SLOs are a solution that can work for all teachers, make a difference in instruction and student outcomes and will support the transition to Common Core State Standards and assessments. SLOs are also helpful in framing the conversations about school improvement and closing the achievement gap.

Student Learning Objectives are not new in Maryland. Today in schools across the State groups of teachers review formative and summative assessments with principals and other school leadership and make instructional decisions based on past and current data and student work. Maryland currently sees teachers conducting teacher research to solve real problems in their classrooms and basing their instructional decisions on data they collect.

In trying to assure quality and clarity Maryland has asked for technical assistance from USDE from the Race to the Top Reform Support Network to capture best practices, models and strategies from Massachusetts, Colorado, Austin TX, and New York. Maryland has also contacted colleagues in Rhode Island who have had SLOs in use to find out what lessons they have learned this year. See Appendix 3.J for the SLO Report for Maryland from the Race to the Top Reform Support Network.

Maryland has an Ad Hoc committee in place that is currently reviewing in-State and out of state models that could be adopted for the State model. Maryland is preparing an informational document on SLOs which will include a general overview of SLOs and the rationale for using them in Maryland's Educator Evaluation System, a more in-depth detailed explanation of how SLOs will be used in Maryland, and the explicit connection between SLOs and professional practice. In addition Maryland will provide resources and information for all educators on developing SLOs that address the specific needs of all subgroups.

Maryland is committed to making SLOs a focus for evaluating all teachers, but most especially to address teachers who teach in areas that are not tested. The SLO process adds key strengths to an evaluation system, including: providing a model for differentiating teacher effectiveness; establishing a vehicle for improving teaching based on data on student performance and growth; bringing more science to the art of teaching; linking teacher effectiveness to principal effectiveness; connecting evaluation directly to student learning, while respecting teacher professionalism; and enabling teachers and principals to become more systematic and strategic in their instructional decisions to improve the quality of the outcome.

### **Principal Evaluation System: (State Default Model)**

Simultaneous to the development of the teacher evaluation model, MSDE and its stakeholders have been working on a State default model for the principal evaluation system. Similar to the teacher evaluation model, the principal model will be based 50% on growth measures and 50% on Professional Practice Measures.

*Growth Measures for Principals (50%)* 

Cognizant of the fact that growth is and should be measured differently for principals of different types and level of schools; MSDE developed a model that is differentiated based on the type of school a principal leads (see the table below). For elementary and middle school principals, growth will be defined 20% by Student Learning Objectives (SLOs). Similar to the teacher model, these will be developed collaboratively by the principal and the evaluator before the start of the school year and will be based on overall student performance within the school. MSA school-wide reading and mathematics scores will each make up another 10% of this component. The final 10% will be decided based on the Maryland School Progress Index discussed in Principle 2. Since high school principals do not have MSA scores, their growth measures will be based 35% on SLOs and 15% on the Maryland School Progress Index. Finally, principals of Special Education Centers, a PreK-2 school or any of the other types of schools in the State will calculate their growth measure with 35% from SLOs and 15% from the Maryland School Progress Index.

### **Growth Measures for Principals (50%)**

Elementary/Middle	High School Principals	Other Principals (e.g.,
Principals		Special Centers, PreK-2)
Student Learning Objectives:	Student Learning	Student Learning Objectives:
20%	Objectives: 35%	35%
MSA Reading:10%	Index: 15%	Index: 15%
MSA Mathematics: 10%		
Index: 10%		

Professional Practice Measures for Principals (50%)

Professional practice measures for principals will make up the remaining 50% of the evaluation. These measures will have two main components: Providing effective instructional leadership and providing a safe, orderly, and supportive learning environment. Recognizing the important role principals play as instructional leaders, this first component will consist of facilitating the development of a school vision; aligning all aspects of a school culture to student and adult learning; monitoring the alignment of curriculum, instruction, and assessment; improving instructional practices through purposeful observation and evaluation of teachers; ensuring the regular integration of appropriate assessments into daily classroom instruction; using technology

and multiple sources of data to improve classroom instruction; providing staff with focused, sustained, research-based professional development; and engaging all community stakeholders in a shared responsibility for student and school success.

The second professional practice measure involves providing a safe, orderly, and supportive learning environment. This is measured by whether a principal manages and administers the school operations and budget in an effective and efficient manner; communicates effectively in a variety of situations and circumstances with diverse audiences; understands, responds to, and helps influence the political, social, economic, legal, and cultural context of the school community; and promotes the success of every student and teacher by acting within a framework of integrity, fairness, and ethics.

MSDE is developing a series of "Look-fors" for each of the above metrics either by using the evidences in practice in the Maryland Instructional Leadership Framework or the knowledge, dispositions, and performances in the ISLLC Standards.

For the most recent version of the Principal Default Model, please see Appendix 3.K.

### **Internal Support Mechanisms and Non-Pilot Districts**

A variety of technical assistance has been provided to the pilot LEAs in support of their work, mostly through the RTTT funds. Individual visitations have been conducted to each LEA along with combined monthly progress and informational sharing meetings. Electronic networks have been established to facilitate communications, to maintain a reference resource, and to conduct topical Webinar sessions. Teleconferencing has occurred with MSDE and USDE to report progress and to identify immediate and longer range needs for State and national assistance. A second round of visits took place in January 2012 along with a meeting that included a topically driven action agenda.

In preparation for the second year Statewide pilot, the other seventeen LEAs have accepted the invitation to participate in less formal processes to inform and instruct them of the work that is occurring. Upon request, visitations and conversations have been conducted to thirteen of the non-pilot LEAs; with two more scheduled. The purpose of such briefings was to obtain a sense

of what the non-pilot LEAs may be presently doing with the Educator Effectiveness Initiative, what they may be planning, and how MSDE might be of technical assistance concurrent to the seven pilot LEA initiative. Points of contact indicate that the non-pilot LEAs are independently pursuing a number of approaches to crafting a local method for measuring educator effectiveness. The non-pilot LEAs, not unlike their pilot counterparts, are at varying points in their efforts to quantify educator effectiveness. Some are taking full advantage of this year to pursue conversations with their stakeholder groups; realigning local evaluation instruments and initiating discussions about the means for quantifying student growth. Others, equally complying with this year's expectations, are taking the time to converse and consider options while awaiting the outcomes of the seven pilot LEAs.

Both pilot and non-pilot LEAs are committed to the spirit and the intent of the Educator Effectiveness initiative and a positive and productive dynamic is being evidenced between administrative and association personnel.

### **New Regulations**

As mentioned above, new regulations have been developed and were presented to the State Board of Education on March 27, 2012. A copy of these regulations can be found in Appendix II- 11. These regulations address much of what has been and is being learned by the pilots. The regulations will be posted in the State Register for 40 days of public comment in mid-May. It is expected that the regulations will come back to the State Board in July 2012 for any revisions and/or action. The State Superintendent and MSDE will rely heavily on the Maryland Educator Effectiveness Council to identify and develop further recommendations for the framework as needed. The Council will continue to meet throughout the pilots to provide input and advice on these additional issues:

- Guide MSDE's evaluation and research questions throughout the two-year pilot of the new system (one year with 7 districts and one year statewide); and
- Identify by April 2012 corrections and adjustments to the overall design of the State
  evaluation system including the guidelines, tools, and measures before the
  system is piloted statewide in fall 2012.

Further adjustments to the evaluation system and specific consequences for those rated Ineffective under the new system still need to be enacted into policy in 2012 (and 2013 if additional corrections are needed). It is important to understand that members of the State Board of Education — who are appointed by the Governor — have sole authority within the limits of the law to act on these issues. Maryland leaders are appropriately taking the needed time to seek input from stakeholders to refine and perfect the new evaluation system — and not simply postponing difficult decisions to a distant date or to an uncertain future. The action of Maryland's General Assembly — combined with the State Board's broad powers to "determine the elementary and secondary educational policies of this State" and to do so by regulations that have the "force of law" and apply to all school systems (Annotated Code of Maryland, §2-205(b)(1) and§2-205(c)) — ensure Maryland will take action and enact all aspects of the plan outlined above, after conferring closely with stakeholders.

## Towards Full Implementation: Refining the Evaluation System and Involving Teachers and Principals:

As part of annual evaluations, school districts will have flexibility to determine how these domains are assessed. They also have the flexibility to suggest additional measures for this 50 percent that reflect unique priorities of their communities. Similar to the non-growth measure component of the teacher evaluation, LEAs will have flexibility in their principal evaluations to determine how best to assess these outcomes, which must be done annually. In addition, LEAs may add attributes of principal leadership (e.g., school-management skills) to these eight outcomes that reflect local priorities. LEAs must work within the framework as described for teachers and principals, must include multiple measures and must have annual evaluations.

Initially each LEA will submit their evaluation model to MSDE for review and approval. In future years as part of the annual Master Plan update process, MSDE will review each LEA's evaluation framework and exert quality control as needed. Maryland tracks performances at the district level through the Bridge to Excellence program, which requires local school systems to develop and implement a comprehensive master plan, updated annually, as part of receiving increased State funding. Because the Master Plan is reviewed annually by MSDE and LEA staff to ensure that students, schools, and districts are making sufficient progress toward performance

goals, the process serves as an important, high-profile accountability tool in Maryland.

The new Maryland Teacher/Principal Evaluation System will be operational Statewide in September 2013. All twenty-four LEAs will be mandated to participate in the new collaboratively developed system. All revisions to the model will be available.

### **Update:**

Maryland's work on redesigning its Teacher/Principal Evaluation System has been a critical component of Maryland's Third Wave of Education Reform. Please see Appendix II-12 for a timeline of this work. Maryland currently has 7 LEAs piloting different elements of a Teacher/Principal Evaluation model. The information and learnings from these pilots will inform the recommendations for the statewide field test of new Teacher/Principal Evaluation Models by all 24 LEAs in 2012-2013. Maryland has developed a default model for districts that are unable to mutually agree with their bargaining unit on an LEA model.

MSDE has also created the Maryland Teacher/Principal Evaluation Guidebook, an implementation guide to assist LEAs in implementing the new Teacher/Principal Evaluation System in the 2012-2013 school year field test. This guidebook can be found at: <a href="http://www.marylandpublicschools.org/MSDE/programs/race\_to\_the\_top/tpeg">http://www.marylandpublicschools.org/MSDE/programs/race\_to\_the\_top/tpeg</a>. Revisions will be made to the Guidebook following the field test and will be distributed for the 2013-2014 full implementation.

The Maryland State Evaluation Default Model will be piloted during the statewide field testing in 2012-2013 by Anne Arundel County Public Schools (AACPS). AACPS is a mid size LEA with a diverse school population which includes Annapolis, the State capital. The components of the 50% student growth portion include MSA results by class, the Maryland School Progress Index, and Student Learning Objectives (SLOs). In addition to AACPS, Calvert and Somerset County LEAs are also field testing the State Model. These are two smaller counties and should provide more varied data on the State Model

Because Maryland decided that SLOs would be a part of the default model, MSDE is prepared to offer professional development on developing and measuring SLOs. Maryland requested technical assistance from USDE to learn how SLOs have been used in the educator evaluation systems across the country. This information has been shared with superintendents and other school system leaders as well as with the Maryland State Educators Association [MSEA] a local arm of NEA. Of the 24 school systems in the state, 23 are MSEA members.

Additionally, MSDE recently sent a team to Charlotte-Mecklenburg, NC, where Student Learning Objectives have been used to measure student outcomes as part of a TIF grant for five years. The team met with Dr. Susan Norwood, Executive Director of the grant. The team also met with teachers and principals to find out from practitioners how effective the SLOs are in increasing student achievement. The team is composed of cross divisional personnel who will implement the professional development model for school systems using SLOs next year and for the Maryland State Teacher and Principal Evaluation System. Team members were chosen because of their ability to plan and conduct professional development for LEA pilot programs and also to impact specific stakeholder groups as well.

The SLO team includes a former LEA superintendent, who will communicate directly with superintendents, a program approval specialist who will connect with teacher and principals preparation programs, a Title I specialist who will communicate with Focus and Priority Title I schools and a Career and Technology specialist who will work with LEA supervisors of these programs to assure effective implementation of SLOs for this diverse population. Dr. Megan Dolan, Mid- Atlantic Comprehensive Center, also is a part of the team and has provided valuable research and contact from across the country.

MSDE is creating a full Professional Development Plan and Timeline for SLOs, Charlotte, Danielson, the School Progress Index, etc. Members of the SLO team already created the following Professional Development Plan for SLOs:

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Rev. 4-10-12

### Maryland State Department of Education Student Learning Objectives (SLOs) Professional Development Plan Proposal

#### Overview 1 4 1

#### Rationale

As part of the third wave of education reform, the Maryland State Department of Education is developing a model for measuring student growth as one of the factors in determining educator effectiveness and professional development (PD) needs. Educational leaders, policymakers, practitioners and other stakeholders have researched numerous approaches of calculating student growth and attributing that growth to principals and teachers. Based on this exploration, Maryland has elected to gauge student growth with Student Learning Objectives (SLOs). The SLO development process gives principals and teachers time to give careful consideration to students' instructional needs and practitioners' specific PD needs while developing high expectations and attainable goals for what students will learn over a given time period. Developing SLOs gives educators an opportunity to enter into a partnership with fellow practitioners to use student data to inform instructional practice. In addition to developing objectives that can be reliably measured for student growth, SLOs support processes for the following:

- Connecting evaluation directly to student learning, while respecting teacher professionalism;
- Understanding student's instructional needs as they change;
- Establishing a vehicle for improving instruction based on student performance and growth data;
- Bringing more science and research-based practice to the art of teaching;
- Relating teacher effectiveness to principal effectiveness;
- Linking operational goals at all levels of education with the focus on student achievement;
- · Providing a mode for differentiating teacher effectiveness; and
- Improving student achievement by using targeted educational outcomes.

Because SLOs will be used across all subject areas and grade levels or grade level bands, a strategic PD plan is necessary to ensure that designated school personnel from every Local Education Agency (LEA) are trained on the purpose, structure, benefits and use of SLOs as a tool for closing achievement gaps and improving professional practice.

### Maryland State Department of Education Student Learning Objectives (SLOs) Professional Development Plan Proposal

### SLO Professional Development Philosophy and Plan

#### Philosophy

Professional development for SLO development and implementation will be offered with the intent to train a cadre of education practitioners within each LEA. This model of training a "local district team" to provide support and technical assistance to their own will enable districts to deliver professional development as needed and within the parameters of their own local PD calendar. An important component of this PD is the training of designated LEA district and school personnel as evaluators in the SLO development process. The evaluator has the role of developing a collaborative relationship with educators while assisting in the writing and assessing of SLOs. This is to ensure that SLO development and implementation address gaps in student achievement, instructional needs of all students' and support for educators' professional development planning. This relationship plays a pivotal role in aligning rigorous and achievable SLO targets with school and LEA improvement goals and the state curricular frameworks while helping to identify specific professional development needs of practitioners to help meet their targets.

In an effort to communicate information about SLOs and the SLO development process, MSDE will provide a combination of online and face-to-face training. This training model will consist of a Pre-Training Webinar that is open to all educators at every level will set the stage for a basic understanding of SLOs. The goals for participants attending the pre-training webinar are to: 1) Develop a common understanding of SLOs; 2) Understand benefits of using SLOs; 3) Learn how SLOs support professional practice; 4) Develop a common vocabulary for measuring student growth; and 5) Prepare for the face-to-face training sessions. Participation in the Pre-Training Webinar is a requirement for participation in the face-to-face sessions because specific instructions will be given on how to prepare and who is appropriate for the next steps in the SLO professional development process. For subsequent training, face-to-face and online follow-up sessions will be held for the local district teams to provide opportunities for authentic practice in developing and implementing SLOs. Separate face-to-face training sessions will be held for executive level LEA administrators as needed. All SLO sessions will be recorded and archived online for asynchronous and synchronous training.

Ongoing professional development will include both face-to-face and online sessions. The Pre-Training Webinar and vital portions of the face-to-face sessions will be archived online for future use. Additional online modules will be created for specific LEA audiences such as Executive Level (Superintendents, Assistant Superintendents, and School Board Members) Principals, Content Area Supervisors, SLO Evaluators and local district teams that include teachers and principals. The online modules will be archived and available for asynchronous and synchronous training.



### Maryland State Department of Education Student Learning Objectives (SLOs) Professional Development Plan Proposal

# Student Learning Objectives (SLOs) Professional Development

ONLINE CONTENT		FACE-TO-FACE TRAINING CYCLE & CONTENT		
Audience:	Pre-Training Webinar  Audience: Administrators, Teachers, Principals, Evaluators, Executive Officers, Human Resources Staff, Content Area Supervisors, Professional Development Staff		Administrator Training Session 1: Superintendents, Assistant Superintendents, Human Resources Staff	
Time: 60 minutes Availability: Live, Archived-Open Access – Required Outcomes:  1. Develop a common understanding of SLOs 2. Understand benefits of using SLOs; 3. Learn how SLOs support principals' and teachers' professional practice; 4. Develop a common vocabulary for measuring student growth; and 5. Prepare for face-to-face training sessions:  • Identify appropriate staff	Content O	verviews:	Developing Student Learning Objectives Classroom Focused Improvement Process (CFIP) Aligning Standards and Assessments	
	Local District Teams Training Session 2: LEA Principals, Content Supervisors, Teachers, SLO Evaluators, Professional Development Staff (Trainers)  Content: Developing Student Learning Objectives			
Registration process     Materials and resources needed		Classroom Focused Improvement Process (CFIP) Aligning Standards and Assessments		
			LEA Princ	rict Teams Follow-up Training ipals, Content Supervisors, Teachers, SLO s, Professional Development Staff
		Content:	Determin	ed by District needs

Finally, Maryland has a project in its Race to the Top application that is directly tied to the training of school and district staff. Project 40/15 was originally designed for the training of executive officers in the teacher and principal evaluation system that was to be developed. Its scope has since been expanded. Maryland has hired a Center Coordinator for this project, and is in the process of hiring two regional trainers. The Center Coordinator has travelled to each of our 24 LEAs to ascertain their professional development needs. MSDE also conducted a session at the February convening of executive officers to determine what needs they felt they had. The Center Coordinator and the two regional trainers will work with an outside vendor to design appropriate professional development sessions based on the needs assessments Maryland has conducted. They will then deliver those professional development sessions in regional forums to executive officers. They will also deliver sessions for principals. Because of Maryland's size as a State and our resultant ability to get to each LEA within a three-hour drive, we also intend to offer sessions for individual LEAs as needed. Maryland feels fortunate to have funds for this effort as a result of our Race to the Top grant. We believe that this effort combined with other efforts described herein will provide us the opportunity to reach deeply into each LEA and support them in a way that they consider most important.

Additionally, as part of the plan that each LEA must submit for approval of their Teacher/Principal Evaluation model, the LEA must describe how they will provide professional development on the model to teachers and principals.

### **Validation**

Maryland is committed to continual improvement and will apply that commitment to Teacher/Principal evaluation process. The seven pilots (2011-2012), statewide field testing (2012-2013), Maryland Teacher/Principal Evaluation Guidebook, and MSDE's intention to continually review and revise the system and the models are indicative of the importance Maryland places on an effective Teacher/Principal Evaluation model.

Maryland principals will assist in the validation process of the new evaluation system for teachers. Likewise, the feedback from executive officers will also validate the new evaluation

process for principals. Essentially, Maryland will utilize feedback from those who are in a supervisory role, as they are best positioned, to confirm that the ratings assigned to those whom they evaluate in the new evaluation system appear reasonable based on past practice. Certainly Maryland will use data to assist in this effort as well, but expert professional judgment will be invaluable as Maryland enters this new territory.

Finally, Maryland hired a retired Superintendent as part of the Race to the Top project to work specifically on Teacher/Principal Evaluation. She is the liaison between MSDE and the LEA Superintendents to assist in the transition to the new system. Her position also facilitates increased communication, support, and understanding between MSDE and its LEAs.

Information concerning the operation and effects of the pilots is currently being gathered. An end of year report was designed by representatives from inter-divisional MSDE offices with responsibility for teacher evaluation, professional development, accountability and assessment, and policy to elicit information about the focus of each pilot, the evaluation cycle observed, the measures used for student growth and professional practice, and a general reflection on the process and product including lessons learned. This information will be analyzed, interpreted, shared with stakeholders, and used to guide improvement. Goals and requirements are being established for the field test. The tools to gather this information will be developed and distributed to all LEAs participating in the field test with a timeline for submission.

## PRINCIPLE 4: REDUCING DUPLICATION AND UNNECESSARY BURDEN

# 4. A REMOVE DUPLICATIVE AND BURDENSOME REPORTING REQUIREMENTS THAT HAVE LITTLE OR NO IMPACT ON STUDENT OUTCOMES

Maryland has a long history of consolidating and reducing reporting. Beginning in the early 1990's, MSDE produced the School Accountability Funding for Excellence reporting compendium of all Federal Programs. This not only reduced the explanatory work necessary for each program but it also forced more coherence between programs, thus bringing more efficiency to the work.

Efficiency is the key, not just reduction of paperwork. Maryland's programs must run smoothly and with great attention to fiscal responsibility. Because of this premise and the understanding from the Maryland General Assembly about the need to consolidate plans, MSDE embarked, in 2003, on the Master Planning Process. Master Plans consist of the ESEA goals, Race to the Top goals, and additional State goals. With each goal there is an explanation of milestones; tracking and analyses of data against these milestones; an evaluation of the successes and challenges; and then a clear path forward to attaining each and every goal including the resource allocation. The original five-year plans are updated annually leading to a constant adjustment of programs and policies that drive excellent schooling in each of the LEAs.

The Guidance document for each year's Master Plan is created with the assistance of an External Advisory Panel. MSDE staff begin meeting with this Panel in February of each year to bring forward any changes to laws, regulations or policies that have occurred since the last Update. This Panel consists of LEA Superintendents, LEA data experts, LEA Assistant Superintendents for Instruction, policy specialists and a variety of MSDE staff that have program responsibilities. This group is forthright and demanding but able to keep the big picture of consolidation in sight. Because each member has responsibilities for producing the Master Plan for their respective LEA, the members are vigilant regarding redundancy and unnecessary additions to the plans. As the External Advisory Panel meets beginning February 2012 and prepares for the next Master

Plan Update, MSDE will ask the Panel to pay particular attention to Principle 4: "Reducing Duplication and Unnecessary Burden".

The annual Master Plan Guidance is distributed in early spring each year with preloaded data from previous years. As soon as the current year's data is available it is provided so that all LEAs work with approved, MSDE data. The planning and writing happens throughout the summer with the formulaic Federal Grant portions due in August and the complete Master Plan due in October. The August submissions are reviewed by specialists in the program and the complete Master Plan is reviewed by panels of experts from both MSDE and the LEAs. This panel work allows for another feedback loop not only to assure that LEAs have viable, realistic goals and plans to meet them but that MSDE uses the most efficient process to gather this information.

Final Master Plan Updates are approved by the Superintendent based on the recommendation of the panel. A summary of the plans is then presented to the State Board of Education, the Governor and the leaders of the Maryland General Assembly. The local Master Plans are used by the LEAs to inform the funding agents in their districts and to report to the public the progress they are making and their commitment to continue to address disparities. These multiple uses are yet another example of how this process reduces paperwork because without it each of the LEAs would have to prepare and each of the constituencies above would have to receive and review a separate report.

Reviewers will find references to Master Plan reporting throughout this application. With nine years of experience with this process MSDE has learned the power and the efficiency of one vehicle for describing the direction of schooling in Maryland.

MSDE will continue to look for additional ways to reduce paperwork. Again, this reduction will always be for the betterment of the program, not just so that paperwork is reduced.